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ABSTRACT

This paper describes the planning and implementation of a 4-quarter, year-round program instituted for the 32,000 high school students enrolled in the Atlanta Public School System. The school district was faced with finding a pattern of organizational structure that would carry a flexible, changing curriculum and allow for the individual goals of students. After an examination of alternative plans, the school district selected the 4-quarter plan as the desired structure. The eight school systems in the metropolitan area worked independently as well as cooperatively to organize and develop an appropriate curriculum that is nongraded, nonsequential, and individualized. The new program requires more counseling with students and permits students to attend either three or four quarters as they wish. The paper provides answers to frequently asked questions about the Atlanta program and includes a list of new graduation requirements, a copy of the school calendar, and a bibliography on Atlanta's 4-quarter plan. (Author/DN)

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THE FOUR-QUARTER PROGRAM IN SECONDARY SCHOOLS

A SIMULATION NOTEBOOK

PRESENTED AT THE

6TH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION

APRIL 30 - MAY 3, 1974

CHICAGO, ILLINOIS

by

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ATLANTA PUBLIC SCHOOLS

Atlanta, Georgia

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FOREWORD

The decade of the sixties was filled with major political, economical, and social changes which occurred in rapid order and in voluminous magnitude. Hardly any segment of society went untouched, and the need for schools to respond to these changes by providing adequate instruction for pupils was a big order.

This booklet gives a brief description of one program, instituted in the Atlanta Public School System, designed for the 32,000 high school pupils enrolled in grades eight through twelve. It is a description of our four-quarter, year-round program, its two years of planning, and its implementation since September, 1968. There is no intent to prescribe what should be instituted in other locations. But, we are always glad to share materials developed and information gained with others upon request.

E. Curtis Henson
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January, 1974

THE FOUR-QUARTER PROGRAM
IN SECONDARY SCHOOLS

Atlanta is a complex and rapidly changing city, and in recent years, these changes have been dramatic in the move from an agrarian society to a cosmopolitan international city. Modern technology has changed the way of living which has had no little effect upon educational programs. People are mobile, and new and different jobs are available.

The challenge of education has always been to provide programs which meet the needs of the time. However, the changes in education have not always kept pace with the changes in society as a whole. Too often educational changes have occurred as a reaction to the times rather than a response. Therefore, the major question which faces the Atlanta Public Schools in this period of complex and constant change is:

What type of educational programs should be provided?

In response to this question, we found we had to ask ourselves two pertinent questions:

. . . What are Atlanta's needs?

. . . What is a possible and positive approach to meeting these needs?

What Are Atlanta's Needs?

There is no simple answer to this question, for Atlanta is far from a simple city. It is a big, bustling, growing metropolitan area:

. . . 27th in population in the United States

. . . 2nd in air travel

. . . 9th in residential buildings

. . . 3rd in non-farm employment

The homes for its residents range from modern high rise apartments to old frame structures, from decaying parts of the inner city to townhouses, from low socioeconomic areas to large estates, from slums to subdivisions.

What are Atlanta's needs? How do the people who live in these various kinds of housing earn a living in 1974? They are, among many others, dental technicians, lawyers, construction workers, service station operators, airline reservation clerks, architects, executives, clerks, judges, secretaries, penal inmates, and welfare recipients.

What are Atlanta's needs? Educational programs which will equip people of today to live in this complex, changing city. Educational programs which will provide for individual needs and individual aspirations.

Traditionally, the school program was pretty much of single design similar to a funnel. Regardless of the size, shape, desires, aptitudes, and goals of the pupils, most courses required and presented were in sequential order -- pupils passed or repeated before moving on. Pupils were grouped rigidly and scheduled by grades regardless of their

abilities and potentials. This constraint did not seem appropriate; neither did it seem to be educationally meaningful.

How Was The Problem Approached?

We were faced with finding a pattern of organizational structure which would carry a flexible, changing curriculum and would allow for individual goals of pupils. We had tried the semester system. We also tried the "souped up" semester system. We examined the trimester. However, we were searching for an organizational structure which would permit more flexibility and individualization of instruction; one which would allow pupils to take one course, or two courses, or a combination of courses and activities; one which would permit a wider selection of options; and one which would expand the school year and permit the interchange of its various parts. Therefore, representatives from the eight school systems in the metropolitan area, in conjunction with the State Department of Education, worked cooperatively to develop such a plan. We actually went into this program on a cooperative basis because of size. These eight school systems enroll more than one-third of all the students in Georgia. Cooperation gave us a psychological security and mutual support.

Area superintendents, state department representatives, department chairmen, and other key instructional leaders were added to the planning group. The decision was reached that the vehicle needed to carry

the curriculum should have four interchangeable parts. The structure took shape; the four-quarter plan was the structure we would use as a vehicle for our new curriculum and program. But, we realized that merely to "chop" the traditional courses into quarter blocks instead of the semester blocks would not give the flexibility desired. So, each of the eight school systems, in varying degrees, independently and cooperatively organized and worked to develop an appropriate curriculum.

Atlanta's staff composed of teachers, coordinators, subject area department heads, librarians, consultants, administrators, and, on occasion, students examined the curriculum by subject areas. Each subject area committee exchanged ideas with similar committees in the other metropolitan school systems, and interdisciplinary groups worked together. Administrative committees also were at work. Collectively, we produced a non-sequential, non-graded individualized program. In order to accomplish this goal, the entire high school curriculum was rewritten by identifying feasible concepts in each discipline, grouping those which seemed to hang together, and arranging them in courses. When possible, the courses were developed according to behavioral objectives, student characteristics, and administrative requirements as we perceived them at that time.

In order to give some uniformity in course development, the following guide was devised and used by each subject area committee.

RECOMMENDED QUARTER COURSE
SUBJECT AREA OF _____

Name of Course and Description	Student Characteristics	Behavioral Objectives	Administrative Requirements
(Catalogue title and a one or two sentence description)	(Who will take the course? Age, achievement level, prerequisite courses, vocational goals, academic goals, others)	(What the pupils are expected to accomplish in this course)	(Double periods, time of day, size of class, physical facility required, etc.)

You will note we were concerned about behavioral objectives. These were the days when behavioral objectives were just beginning to become popular, and perhaps we did not reach our desired goals in every case. However, for the first time, on a comprehensive basis, we were concerned about what it was that students were to learn, to learn to do, to develop their attitudes, or specifically what we were trying to accomplish. This behavioral approach is quite different from saying that the purpose of this course is to prepare people to live successfully in American democracy -- whatever that means. We were much more specific. Furthermore, we turned our attention to the more individual characteristics of students:

- . . . learning styles
- . . . goals
- . . . ambitions

We were concerned about developing courses which would make possible the reaching of behavioral objectives by students of many and varied individual characteristics.

We were also concerned about administrative regulations. We had previously had the experience of developing courses only to have them rebuffed because of inadequate space or restraining needs such as a wall removed. Therefore, we wanted to know before we began our new course building what kinds of administrative requirements would be necessary to implement a particular course. The constant and meaningful involvement of administrators made this goal possible.

For each course, we developed a teacher's guide -- a mass undertaking. During one summer alone -- the first summer we really got underway -- we used more than eighteen tons of paper cut in $8\frac{1}{2}$ x 11 inch size for printing the guides.

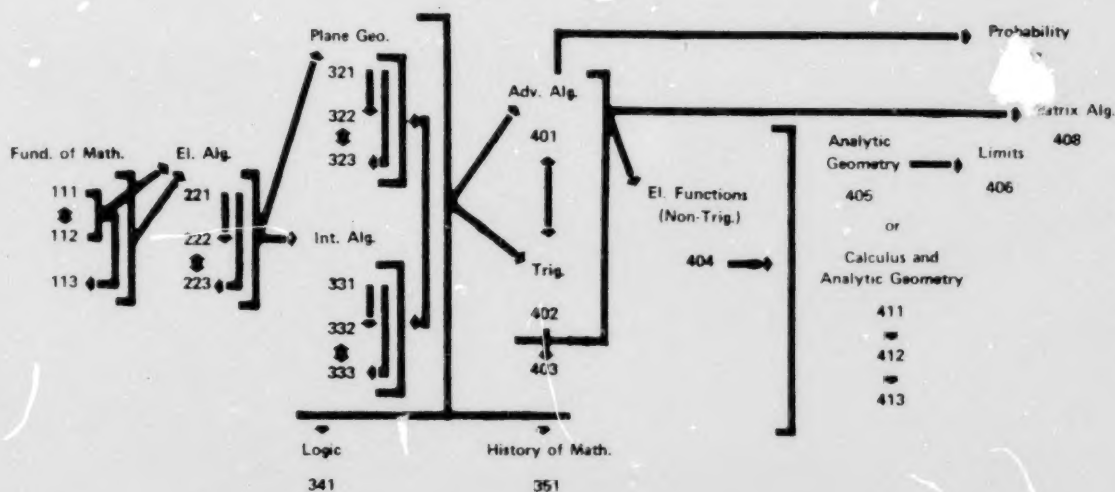
When we tallied the number of courses, we found that we had developed over 850. Each course was listed and described in a catalogue which was distributed to each high school. Obviously, no one school could offer all of these courses during any one quarter, nor would some of the courses necessarily ever be offered in some schools. The selection of courses for any one school is determined by the composition and characteristics of the student body.

What is the New Curriculum?

It is non-sequential, non-graded, individualized. The majority of the courses are non-sequential. This is a problem that we had to solve early in the planning. We found, to the dismay of some and to the

satisfaction of others, that courses did not necessarily have to be provided in sequential order as is shown in the following flow chart:

FLOW CHART OF THE ACADEMIC PROGRAM IN MATHEMATICS



NOTE: A pupil may move from the Academic Program to the Basic Program at any quarter.

Math 111 and 112 can be taken in any order as long as the content is reasonably mastered in both before enrolling in 113. As long as the content in these three courses is mastered, a pupil might branch off in any direction, in any math courses offered in the school system. His own ability, desires, and goals will dictate which course he schedules next and in which order he chooses his path.

It provides for flexible scheduling. Another important feature is flexible scheduling. The new curriculum provides for the different levels and abilities of the students through more flexible scheduling.

Following is a schedule for a pupil who wishes to go to college:

PUPIL'S SCHEDULE - COLLEGE PREPARATORY			
Fall - 1968	Winter - 1968	Spring - 1969	Summer - 1969
Nature of Civilization (S.S.)	Dev. of Nation-State (S.S.)	Political Behavior (S.S.)	Typing
Inter. French A	Inter. French B	Inter. French C	Theater (Eng.)
P. E.: Tennis	P. E.: Soccer	P. E.: Track and Field	Short Story
BSCS Biology	BSCS Biology	BSCS Biology	Dev. of U. S. Democracy
Adventuring in Lit. I	Composition (Eng.)	Adventuring in Lit. II	
Plane Geometry	Plane Geometry	Plane Geometry	

Although it is entitled college preparatory, we have no such program designated. From the 850 courses and with proper professional assistance from counselors, teachers, and parents, we can assist the pupil in selecting the kind of courses he will need to enter practically any university anywhere. This particular student wanted to go to college and did quite well. A careful examination of the courses selected will reveal the fact that this is a traditional college prep type program.

Another program for a student who needed two quarter courses in English and in social studies to complete requirements for graduation wished also to take choir or music and be of assistance around the school, thus completing one-half day.

ACTUAL SENIOR STUDENT SCHEDULE	
1st Quarter	2nd Quarter
1. Composition (Eng.)	1. Composition (Eng.)
2. Choir	2. Honor Choir
3. Aide (Principal)	3. Aide (Assistant Principal)
4. Comparative Cultures (S.S.)	4. International Relations (S.S.)
Early dismissal	Early dismissal
—at work by 1:00 P. M.	—at work by 1:00 P. M.

At noon the student was dismissed and worked as a mail clerk in a nearby establishment. This young man also went to college and did well, illustrating again the fact that a student who wishes or needs to work would not be prevented from going to college.

Other types of flexibility in terms of students with different abilities and having different needs was also considered important. English is probably an example that illustrates as well as any the wide range of abilities of students in a common core type subject. In Atlanta, we have high school students who are reading below the fourth grade level, between fourth and sixth, and above the sixth grade level. Some appropriate courses for each one of them are listed next, including courses for those who are just beginning to read and/or are performing below the fourth grade level. One of the hottest debates in which we engaged was.

should high school teachers teach reading? Everyone knows this is a function of elementary schools. Philosophical debate was not adequate. We have students with inadequate reading skills, and we were faced with the question, Would it be better for a non-reader, 16-years old, to learn to read than it would be for him to flunk Shakespeare again? We decided in favor of teaching students things that were meaningful to them regardless of whether it was on the first grade, twelfth grade, or college level.

A. READING LEVEL BELOW 4.0	
LOWER DIVISION: Reading Improvement I, II Communication Skills Lab. I, II Literary Modes Language Skills Mass Media	UPPER DIVISION: Expository Composition Readings for Modern Man Adventuring through Literature I Drama for Modern Man Theatre and Stagecraft Short Story

B. READING LEVEL FROM 4.0 - 5.9	
LOWER DIVISION CSL I, II, III Literary Modes Language Skills Mass Media	UPPER DIVISION: Expository Composition Adventuring through Literature II Oral Language Poetry American Literature I Communication: The Paragraph
POSSIBLE SUMMER QUARTER ELECTIVES: Theatre and Stagecraft	

C. READING LEVEL 6.0 OR ABOVE	
LOWER DIVISION: Literary Themes Communication: Sentence Patterns Myths and Legends Mass Media Communication: The Paragraph Literary Types	UPPER DIVISION: Adventuring through Literature II Composition American Literature I Language Development American Literature II Drama
POSSIBLE SUMMER QUARTER ELECTIVES: Creative Writing Shakespeare The Novel	

It requires more counseling with students. To have this much flexibility is desirable, but it is most important to be able to counsel with students in the way the flexibility demands. The classroom teacher's role in counseling has been greatly enhanced because she works closer with the pupils and, above all others, is better able to suggest appropriate courses to take next in any given subject area. Hopefully, through this process, each pupil is scheduled so that he is sufficiently challenged to maintain interest but not enough to find course work too demanding and thus lose interest. Through this total counseling and selection process, courses are selected for each pupil for each quarter. Each pupil examines his program of studies, and the courses selected for the quarter are noted. During the quarter, the pupil's records are reviewed, and with further counseling (with a guidance counselor if the case warrants it), a second quarter's program of studies is identified and added. As was illustrated previously, work may be scheduled for one-half day, during the morning or afternoon, or it could come at some other time. The whole idea is that there is a flexibility or a possibility of flexibility, depending upon the pupil's respective needs and his own goals.

To facilitate scheduling, the computer is utilized. There is some question about whether it is mandatory or not in order to have a successful program, and there is still some question from certain principals whether we can schedule faster or more effectively manually. There

is no question, however, concerning the rate which the computer can retrieve needed data in a variety of formats. Following the same counseling procedure, the third quarter's program of studies is identified, as is the fourth quarter, and any subsequent quarters of work that the pupil may wish to take.

The entire process of scheduling re-emphasizes the fact that Atlanta's pupils come in different sizes and shapes and that the old uniform curriculum design does not fit the majority of our pupils. The four-quarter plan provides wider options and, with proper counseling, better suits our pupils.

Course credit is recorded in quarter hours. Providing for the varying needs of pupils by teaching courses in beginning reading and other "non-standard high school work," raises the question concerning the amount of credit a pupil would receive for such courses. After several months of debate, we decided that if the courses were properly selected in terms of the activity that a given student would need next in order to continue his normal growth pattern, and if he were pursuing them reasonably well and making progress, then every course would have exactly the same amount of credit. That is, if he attends class one hour a day, five days a week for a quarter and passes, he would earn five quarter hours regardless of the name of the course. Although we do not record Carnegie units or keep up with them in any way, the conversion rule is that fifteen quarter hours equals one Carnegie unit.

What Has Happened To The Atlanta Public Schools As A Result Of This
Effort To Widen Curriculum Options?

Many questions have been answered and many others identified.

After more than two years of preparation, the four-quarter plan began in September, 1968 and is now in its 22nd quarter of continuous operation. During this period, many questions have been answered, but we have probably identified more questions than we have answered. One of the more commonly asked questions, particularly in the earlier years, was --- does it save money? The answer for Atlanta's program is simply, no. It was not designed as a money saving approach; it was designed as a vehicle for curriculum revision -- a method for providing more relevant courses and more meaningful experiences for the youth enrolled in the school system. Since all youth have an opportunity to come either three or four quarters if they wish, the cost of operating the additional quarter is over and above what it would cost if we stopped at the end of the third quarter.

How did you get the community involved? We worked at public involvement some two or more years prior to implementing the program, and we developed publications which were distributed widely to PTA's, news media, television programs, radio, and school bulletins. Presentations were made to a wide variety of civic groups, PTA's, clubs, and similar organizations. Pupils were encouraged to discuss their specific courses of study with their parents, and parents were invited to talk with teachers if they had any questions about what might happen. Faculty

meetings were devoted to developing better understanding among staff members. Through these efforts, we found that the public generally was in favor of moving into this type of program.

What major differences have been experienced since going into the year-round program? One of the differences is that all Atlanta high schools are open year-round, full-day, tuition-free. Formerly, in the summer, only a select number of schools were open in various geographical locations. The enrollment has changed considerably, too. Prior to implementing the year-round program, approximately 25% of the high school student body enrolled in one or more courses during the summer for which they paid tuition. Enrollment figures for the five summers are shown in the following table:

ATLANTA PUBLIC SCHOOLS
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FOURTH QUARTER DATA

Enrollment By Subject Areas	1969	1970	1971	1972	1973
Art	1,163	1,002	1,683	2,013	1,973
Business Education	2,429	2,574	2,345	2,729	2,517
Driver Education	357	155	523	693	778
English	6,982	6,835	6,789	6,670	5,900
Foreign Language	425	444	77	350	244
Health	130	(combined with P.E.) 487		1,137	1,366
Home Economics	1,125	1,767	2,009	2,113	2,223
Industrial Arts	1,232	1,300	3,963	2,150	2,160
Mathematics	5,335	5,545	5,248	5,295	5,200
Music	1,365	1,607	2,275	2,294	1,929
Physical Education	3,754	5,115	6,085	6,460	7,553
Science	2,987	4,017	3,880	4,175	3,500
Social Studies	6,319	7,092	7,488	6,749	5,518
Others	191	390	614	680	790
TOTALS	33,794	37,842	43,466	43,508	41,471
Average Number Subjects Per Pupil	2.645	3.609	3.725	3.594	3.670
Total 4th Quarter Enrollment	12,770	10,484	11,666	12,102	11,298
Active Roll Preceding Three Quarters	34,339	34,251	32,850	30,043	28,966
Percent Attending 4th Quarter	37.00	30.77	35.50	40.27	39.00

What about eligibility for athletics? Questions frequently arise concerning eligibility for athletics and how a program is maintained on a quarter basis. Some of the questions stem from the concept of a mandated quarter program in which pupils are forced not to attend school during a designated quarter. If the period when a pupil is not in school is the quarter in which a certain sport is in season, eligibility poses an entirely different set of questions and problems from pupils having the option to attend any and all quarters they choose. Another related question involved the pupil who is not in school during a quarter for any reason. Since he is not enrolled in school that quarter, is he eligible to participate in athletics? If so, he has all day to practice, thus resembling pro status which is not fair to competing pupils. The question was settled for Georgia by the same Executive Committee of the Georgia High School Association that rules on other problems concerning eligibility. The ruling basically was that there is very little difference between quarter and semester eligibility, and the same rule should apply to either or both with minor exceptions. This statement means that eligibility for fall participation or any quarter is determined the preceding quarter. The pupils must be enrolled in and passing a minimum of one-half load (three courses) to remain eligible during the quarter of participation. The only difference in eligibility requirements for the four-quarter plan stems from the fact that football season extends into two quarters with the last game of the season usually being played the first week during the winter quarter. Therefore, the pupil does not have to earn new eligibility the fall quarter to participate in the last game of the season. Perhaps when all

school systems in the state or at least a majority of them operate on a quarter basis, this rule will be re-examined. The same concept in adaptation seems appropriate for any other state.

Have more special programs been added? In addition to the regular academic program, we have been able to maintain and to increase special activities. One special program is Upstream -- the Atlanta School System's version of the internationally known program Outward Bound. For this program, youngsters spend twenty- one (21) consecutive days in the North Georgia mountains. Fifteen quarter hours of credit -- five hours in sociology, five hours in environmental biology, and five hours in physical education -- are allowed for the experience. Qualified, certified teachers are with the students during the entire course. Some of the other courses or programs include environmental biology, oceanography, automobile mechanics, archeology, exploration quarter, and a variety of others. Not only do these special programs enrich the curriculum offerings, but also some courses such as the automobile mechanics succeed in destroying many of the myths about those who work with their hands having less intellect.

Has The Program Worked?

The curriculum has changed. It is more up-to-date, relevant, and flexible. The student and parent response has been positive. Perhaps some illustrative student comments will give an idea of the reception:

. . . "Going to school all four quarters, I don't get behind, and yet I can hold down a part-time job."

. . . "By taking three or four courses a quarter, I don't feel pushed. We schedule what we feel I can handle without my getting upset and nervous."

. . . "One quarter, I took three social science courses — not to get rid of the hard work, but to concentrate in one field."

. . . "I just go whenever my mom makes me."

. . . "Even physical education is different; we went to the public swimming pool three times a week for lessons."

. . . "I'm on the annual staff, so I went the fourth quarter to lighten my load all year and give me more time for the yearbook."

Few students, less than 100 per quarter, take vacation quarters other than summer. Few choose to graduate early; however, this varies from year to year. Close to 6,000 pupils will work part-time, either as part of a school program or on their own.

Does the new approach help? We think so. We know it widens the opportunities; we work constantly toward keeping it relevant and flexible.

APPENDIX

CONVERSION TABLE
ACADEMIC AND ACTIVITY CREDITS TO QUARTER HOURS

One (1) Carnegie unit equals fifteen (15) quarter hours. To convert eighth grade work to quarter hours:

(1) Count academic and activity credit for the work satisfactorily completed last year.

(2) Use the following conversion table to find the number of quarter hours that academic and activity credits equal.

ACADEMIC		ACTIVITY	
Unit Credit	Quarter Hours	Activity Credit	Quarter Hours
1/2.	7-1/2	1/8.	4
1.	15	1/4.	7-1/2
1-1/2.	22-1/2	3/8.	11
2.	30	1/2.	15
2-1/2.	37-1/2	5/8.	19
3.	45	3/4.	22-1/2
3-1/2.	52-1/2	7/8.	26
4.	60	1.	30
4-1/2.	67-1/2	1-1/8.	34
5.	75	1-1/4.	37-1/2
5-1/2.	82-1/2	1-3/8.	41
6.	90	1-1/2.	45
6-1/2.	97-1/2	1-5/8.	49
7.	105	1-3/4.	52-1/2
7-1/2.	112-1/2	1-7/8.	56
8.	120	2.	60
8-1/2.	127-1/2	2-1/8.	64
9.	135	2-1/4.	67-1/2
9-1/2.	142-1/2	2-3/8.	71
10.	150	2-1/2.	75
10-1/2.	157-1/2	2-5/8.	79
11.	165	2-3/4.	82-1/2
11-1/2.	172-1/2	2-7/8.	86
12.	180	3.	90
12-1/2.	187-1/2		
13.	195		
13-1/2.	202-1/2		
14.	210		
14-1/2.	217-1/2		
15.	225		
15-1/2.	232-1/2		
16.	240		

ATLANTA PUBLIC SCHOOLS
Atlanta, Georgia

School Calendar

August	14, 1973.	Last day, fourth quarter, 1973
August	20.	All teachers report for preschool planning
August	27.	First day of fall quarter for pupils
September	3.	Labor Day holiday
November	20.	End of first quarter for pupils
November	21.	Planning day for teachers
November	22-23.	Thanksgiving holidays
November	26.	Second quarter begins for pupils
December through January	24 2, 1974	Christmas holidays
January	15.	Martin Luther King's birthday, holiday
February	28.	End of second quarter for pupils
March	4.	Third quarter begins for pupils
March	28-29.	Schools closed - staff and pupils State Professional meetings
April	12.	Spring holiday
May	24.	Third quarter ends for high school pupils
May	27.	National Memorial Day - holiday for staff and pupils
May	28-29-30-31.	Post-planning days for high school teachers
June	3.	First day of fourth quarter
July	4.	Independence Day - holiday for pupils and staff
August	13.	Last day of fourth quarter, 1974

**ATLANTA PUBLIC SCHOOLS
DIVISION OF CAREER EDUCATION**

HIGH SCHOOL GRADUATION REQUIREMENTS

When Atlanta high schools changed to a year-round quarter system in 1968, minimum graduation requirements were set at 375 quarter hours. Based on appraisals of the program during the past three and one-half years, it is now recommended that minimum requirements be increased to 405 quarter hours. Specific requirements for **graduation, grade placement, and administrative regulations** as recommended by the study committee are as follows:

Graduation Requirements

Graduation requirements as listed below are to become effective with the 1973-74 graduating class(es) (September, 1971 tenth graders).

Subject Field	Quarter Hours Required
English	60
Social Studies	60
Mathematics and Science (minimum of 30 hours in each field)	75
Home Economics and/or Industrial Technology	10
Music and/or Art	10
Physical Education	45*
ROTC (Boys)	15
Health	10
Total Specified	270
Non-Specified Hours	135
Total Hours for Graduation	405

*Substitutions and/or Exceptions. All pupils must earn a minimum of thirty (30) hours in physical education per se. In accordance with Administrative Regulation No. 1 shown below, a principal may grant a maximum of fifteen (15) quarter hours of credit in or may allow fifteen (15) hours of exemption from physical education for an equal number of hours in (1) ROTC, (2) marching band, (3) varsity drill team, (4) varsity athletics, and (5) varsity cheerleading.

(1) A pupil must earn a minimum of 320 hours in subjects other than physical education, military, or aide. Maximum permitted for aide is 65 hours.

(2) ROTC is required for all tenth grade boys, except for those who are specifically excused by the area superintendent (page 36, October, 1970 Board Agenda). Pupils excused from ROTC who do not participate in band are required to earn forty-five (45) hours in physical education.

Grade Placement

Effective September, 1972-73 for tenth graders:

Grade Placement	Minimum Quarter Hours
Ninth Grade	65
Tenth Grade	145
Eleventh Grade	230
Twelfth Grade	315
Graduate	405

Note: A maximum of thirty (30) quarter hours from all sources may be earned during any one quarter.

ATLANTA PUBLIC SCHOOLS
DIVISION OF CAREER EDUCATION

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